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E. Morris Miller

LIBRARIES AND EDUCATION



BY

E. MORRIS MILLER, M.A.

Public Library, Melbourne

Chairman, Provisional Committee, Library Association of Victoria

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LIBRARIES AND EDUCATION.

schools. This plan is very largely adopted throughout the United States and in some towns of Great Britain. Teachers are frequently granted extra facilities for borrowing books, and, in many cases, special purchases are made on their behalf upon a joint understanding. In some States school libraries are supported by subscriptions, as in Victoria, but they receive further aid from libraries subsidized out of rates and taxes, as well as direct grants.

This remarkable interest shown by librarians in school work, without obtruding upon the distinctive province of the teacher, is a distinguishing feature of American education. They recognize that "libraries lack teachers and teachers lack libraries"; and, hence, they endeavour to co-ordinate libraries and schools as educational institutions. The American Library Association has its committee for co-operation with the National Education Association, and the New York Teachers' Association has its Library Section. By this means their mutual relations are constantly under discussion. I hope that the teachers' associations in Victoria, both primary and secondary, will form similar sections for co-operation with the newly-formed Library Association of Victoria.

The University Library.

THIS conference* has been called to consider, amongst other matters, how methods in the various stages of education may be co-ordinated so that the scholar may advance continuously, step by step, and may not have to travel any intervening region without direction. This effort has reference to what one may refer to as an intensive view: we try to construct an unbroken line of progress passing inwardly through all the divisions of scholastic training. But an extensive survey should not be overlooked. Comparatively few children pass beyond the primary schools, and the larger proportion of those who undergo secondary (and technical) instruction, do not reach the University; and, indeed, no small section of students who matriculate elude further contact with cultural associations after leaving the University. And, if their status is to be seriously considered, what authority is responsible for their guidance in general culture? The University Extension Board has undoubted obligations here; but I have rather in view the duties of the public

* Educational Congress held in Melbourne, March 11-15, 1912.

library. At present the library authorities of the State scarcely conceive the nature of the task requiring their attention, and the Educational Association, to be formed as a result of this congress, might well consider proposals for the removal of this unfortunate gap in our educational services.

While my few remarks are to have more direct reference to the position of the University Library, I deemed it necessary to state this relation of public libraries to the educational problems under discussion, for, up to this stage, scarcely any mention has been made of the libraries. They have inferentially been regarded as mere adjuncts of the school and college; whereas their true standing is central and all-pervading, if they be efficiently administered as auxiliary institutions. Naturally, the deplorable condition of the libraries in this State is a sufficient reason to account for their neglect by the teaching profession; but lecturers and teachers could do much in combination to raise a demand for their betterment.

Coming to Professor Berry's paper on the *Modern University and its Upkeep*,* one may say that it augurs well that a leading professor of the medical faculty should so emphatically endorse an arts training, as being fundamentally necessary for all students who pass through the university. Professor

* See *Proceedings of the First Educational Congress*, Melb., 1912, pp. 118-33.

Berry fortifies his statements by experience in two hemispheres. By thus linking up the cultural requirements of the arts courses with the sterner demands of the sciences, he advocates a broadened conception of the work a graduate is called upon to fulfil in the community. The university man should be prepared to undertake services for the common good, extending beyond the prescribed duties of his technical calling, however monetarily advantageous his position may be. The task of the university is to produce cultivated men, capable of applying themselves with ease to the varying needs of the times, and not mere technical craftsmen; hence, as Professor Berry conceives it, the university* itself should, by the nature of the training afforded, prompt the students to this exalted attitude towards social obligations.

A great deal has been said concerning the duties of the teaching staff in this respect, and it falls to my lot to refer to the place of the University Library.

If we are to avoid utilitarian standards, and to accept the doctrine that a university should bestow upon the community successions of cultured

* Cf. Prof. G. E. Vincent, *Individualizing Duty of the Library*.—*Public Libraries*, 1908, p. 394 :—"The function of all educational institutions in a democracy is two-fold: To put the knowledge and skill and idealism of the few at the service of all; i.e., to raise the general level of knowledge, taste, and aspiration; and, on the other hand, to discover the exceptional few, to offer them opportunity for development, and thus to insure adequate leadership and ultimate readjustment on a higher plane."

gentlemen, able to lead in the several directions of a nation's activity, then books, covering every sphere of life and the varied movements of the world of affairs, should be associated with the work of the students throughout the whole of their courses. And the problem is how to bring students into intimate relations with the library of the University, and how may the library be most advantageously placed at the disposal of the students? In this connection we must consider not merely the reading of specified text-books, but also the knowledge, use, and intelligent handling of large numbers of books. Justin Winsor has said:—"Nothing is more certain than that the so-called text-book is really more the author's predilection for a subject than a true exposition of it. The subject as a virgin creation still attracts us. We must often get it from many angles, and it is the many books* that give us this. The library should be to the college much what the dining-room is to the house, and the place to invigorate the system under cheerful conditions with a generous fare and a good digestion. . . . There is nothing so broadening as an acquaintance with many books, and nothing so improving as acquiring the art of tasting a book as the geologist takes in the landscape at a glance. . . . The way to avoid being appalled at the world of books

* Cf. Dawson Johnston, of Columbia University, who disagrees with the notion that the mastery of a few standard books is enough for culture.—*Public Libraries*, 1911, p. 131.

is what the library of the college is commissioned to point out."*

Unfortunately, in Melbourne we lack facilities for the successful carrying out of these functions at present, and this is an opportune time to make known some of the additions and changes which are required to enable the University Library to render an increased service to students in their studies.

1. The first immediate necessity is a central library, housed in a suitable structure, situated in a position conveniently accessible to all departments of study. The present library is very poorly equipped, and most inadequate for the requirements of students and professors: its service of books scarcely extends beyond the bare limits of the prescribed studies. Including departmental libraries, Mr. Bromby informs me that he has only some 34,000 volumes† under his care. The present needs of the University would demand a working collection of 100,000 volumes at least; and if Professor Berry's ideas reach consummation, an extension to nearly 250,000 books would be necessary. Indeed, in a country like

* *College Library*, in U.S. Bur. of Educ. *Circ. of Inform.*, No. 1, 1880, pp. 7-8. Quoted *Library Journal*, Nov., 1910.

† Cf. this with libraries of some other universities referred to by Prof. Berry in his paper: Sydney, 90,000 v.; Toronto, 101,800 v. (with 26,000 pamphlets); Montreal (McGill), 130,000 v. (with 20,000 pamphlets), also fine medical library of 30,000 v.; Liverpool, 80,000 v.; and Manchester, 122,000 v. These figures are from *Minerva*, 1911-12.

Australia, isolated so far from the great book treasuries of the world, libraries, and especially University and State libraries, should be developed on a scale commensurate with the disadvantages of such isolation; but, unfortunately, they have rather been looked upon as inevitable adjuncts, instead of being realized as the most central and efficient institutions* of the whole

* Cf. the late President W. R. Harper, *Old and New Education*, in his *Trend in Higher Education in America*, Chicago, p. 121 ff. :—"To-day the chief building of a college, the building in which is taken the greatest pride, is the college library. . . . It is the centre of the institutional activity. . . . Some of us will see the day when in every great division of the University there will be professors of bibliography and methodology, whose function it will be to teach men books and how to use them. It is pitiable to find that many graduates of our very best colleges are unable, upon taking up the more advanced work in divinity or in graduate courses, to make good use of books. . . . No more important, no more useful, training can be given men in college than that which relates to the use of books. Why do so many college men give up reading when they leave college? Because in the college they have never learnt the use of books. The equipment of the library will never be finished until it has upon its staff men and women whose sole work shall be, not the care of books, not the cataloguing of books, but the giving of instruction concerning their use."

Cf. Emerson :—"Meantime the colleges, whilst they provide us with libraries, furnish no professor of books, and I think no chair is so much wanted."—*Books*, in his *Society and Solitude*.

Cf. also Justin Winsor :—"To fulfil its rightful destiny the library should become the central agency of our college methods, and not remain a subordinate one, which it too often is. It is often thought of last in developing efficiency and awarding appropriations."—*College Library*, in U. S. Bur. of Educ. *Circular*, No. 1, 1890, p. 7. Cf. also account of work done at Rochester University Library in the same issue, pp. 15-27 :—"The idea that a college library may serve the classes as an instructor quite as suc-

educational system. At present research studies are increasing by means of a generous grant from the State Government, but the students are all seriously hampered in their work by an inadequate supply of literature. From what I know of libraries in this country, books are selected on no consistent and scholarly plan; no regular attempt is being made to cope with the glaring deficiencies of the collections; and, although most of the libraries concerned possess the materials at hand for this purpose, yet they are not used. Bearing upon the importance of libraries for the research student, W. F. Poole,* whose services to bibliography place readers under lasting obligations to him, has said :—"The presence of a large body of post-graduate students is an inspiring feature of university life, and to the public a guarantee of the high scholarship and superior educational advantages of the institution. These students cannot be secured and retained unless they have access to a large and well-furnished library." Principal Hadley, of Yale, affirms :—"It is the need of providing for advanced research on a large scale which has given the distinctive characteristics of university library development to-day."* In addition to a well-organized central library, a modern university requires to be efficiently

cessfully as the professor of Latin or of mathematics is beginning to take root."

* *Library Journal*, v. 18, 1893, p. 471.

† *Public Libraries*, 1909, p. 116.

equipped in book laboratories, such as departmental libraries and seminar libraries, and also general students' (or ordinary college) libraries.

In the central library all members of the University meet as individuals, pursuing their several branches of study. In the departmental and seminar libraries * the professors and students collaborate in class studies and research, which is an apt means of familiarizing students with the use of libraries; though care might be exercised not to inculcate the use of books as mere tools. The social or leisure side of reading predominates in the students' libraries, and they thus come under the benign influences of the literary movements of the past and present. To send forth students from the University with an adequate first-hand knowledge of books and libraries constitutes a factor for cultural progress in the community which may not be overrated. †

* Cf. R. A. Rye's evidence before Royal Commission on University Education in London, regarding the libraries of the University.—*Appendix to Third Report (Evidence)*, 1911, p. 168 (ed. 5911). For an interesting account of university library service, see R. W. Chambers, *Library of University College, London*.—*Library Association Record*, 1909, pp. 550-58.

† Cf. Carlyle, *Rectorial Address*, Edinburgh, 2nd April, 1866:—"It remains, however, practically a most important truth . . . that the main use of universities in the present age is that after you have done with all your classes, the next thing is a collection of books, a great library of good books, which you proceed to study and read. . . . What I found the university did for me is, that it taught me to read in various languages, in various sciences, so that I could go into the books which treated of these things, and gradually penetrate into any

I must not overlook to mention the necessity for freely lending books from the University Library to all students. It is not in keeping with modern methods to make marked distinctions between the students and the teaching staff in this respect. Undergraduates should be urged to acquaint themselves with as many works as possible bearing upon their branches of study; but they cannot be expected to do this to any adequate extent, unless easy facilities for borrowing are afforded them. This question of lending books from libraries associated with teaching institutions raises the problem of duplicate copies; but the extra expense involved is compensated for by the wider dissemination of the contents of the work among the students. Mr. T. W. Koch,* of the Michigan University Library, writing on this question, says:—"Why should not the university library buy extra copies of standard works just as the laboratory duplicates certain apparatus for the use of students? A university library has other functions than merely rolling up its sum total of volumes from year to year. If it is to take its proper place in the educational work of the institution, it must not regard as wasted the money spent for an occasional duplicate of a work needed for the reference shelves or for circulation."

department I wanted to make myself master of, as I found it suit me."—In *Rectorial Addresses*, Edinburgh, ed. A. Stodart-Walker, 1900, p. 84.

* *Library Journal*, 1906, p. 761.

2. In these altered circumstances the university librarian receives a higher status. He should rank in standing with the teaching staff, and be a member of the Professorial Board. He should have independent control of his own department, just as any professor. This point is most essential, because his independence strengthens his position for co-operation with the faculties, as well as for determining the proportions of expenditure for each separate division of the whole library.* A well-trained and responsible librarian is more likely to attend judiciously to the welfare of all the constituents of the University, which include students, graduates, and professors, and, in some instances, the general public. In practice, it is found advisable to support him, in regard to decisions relating to the faculties, by the assistance of a small library committee. The university librarian thus becomes an

* We have all heard of the type of professor who regards the university library as a kind of overflow of his own, which he cannot store in his study. Hartwig, the famous librarian of Marburg University, relates a story of Henke, the professor of theology, who was also a librarian. "In selecting books for the library, he repeatedly followed the point of view of his own tastes rather than the needs of the institution. Owing to this, unpleasant scenes not unfrequently occurred between him and Gildemeister, who had been for some ten years the motive-force of the library administration."—O. Hartwig, *Aus dem Leben eines Deutschen Bibliothekars*, 1906, p. 81. Henke's conception of the university librarian's office does not stand alone, and it illustrates the need for an independent librarian who can determine the library's acquisitions from the standpoint of the university service as a whole. The modern tendency is inclining towards this view.

important officer, and in many universities he is called upon to represent the institution at international congresses.

3. Students should be encouraged to make themselves familiar with the library in all its details.* Sound bibliographical knowledge is a requirement for fruitful specialization in the studies of the advanced courses; and students whose acquaintance with libraries and their methods has originated in the elementary schools are able to profit instantly by the allusions to other authors given by professors, and also to gain immediate access to hidden materials and original sources. This work may be rendered more effective for undergraduates—

(a) By the departmental or seminary libraries, used in common by professors and students, situated either in separate rooms, divisions or alcoves of the main library, or in immediate association with the laboratories.

(b) By courses of lectures in bibliographical methods,† particularly as aids to research. This

* With the student the librarian cannot be too close a friend."—Justin Winsor, *College Library*, p. 9 (U.S. Bur. of Educ. *Circ. of Inform.*, 1880, No. 1).

† For reference to universities giving this training, see p. 34, *supra*.

The Association of German Philologists has a Library Section, and at its 50th conference, held at Graz, 1909, resolutions were passed, drawing the attention of savants to the frequency of incorrect citations of titles of books and references. It was also decided to request professors and teachers to add some bibliographical information with the citations given to

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instruction might be given by the librarian to freshmen at the beginning of their studies. Considering the necessity imposed upon teachers in primary and secondary schools to interest children in books, the present education diploma work might well include this as an integral element of the course.

(c) By advising students to undertake general or cultural reading, especially during the long vacation, and by encouraging this as part of the work of their respective branches of study. Professor Berry's remarks on a higher cultural standard for medical men require emphasizing here. Even in the United States, where so much is done in this respect, we read constant references to shortcomings. Professor Linn,* of Chicago, speaking of university libraries, recently said:—"So little is done to cultivate an appreciation of books other than as tools for the moment, that university libraries are as mere piles of accumulated rubbish to the majority of students. The faculty itself regards the library as a sort of tool-shop, seldom as a living organism, and often as a mausoleum." While reserving any criticism on Professor Linn's strictures, it appears to me to be the province of the librarian to give the library under his care the standing and vitality required

students in class. Dr. F. Eichler advocated at the conference that chairs of library science should be established at Berlin, Leipzig, Munich, and Vienna.—*Cf. Zentralblatt für Bibliothekswesen*, 1909, pp. 519, 521.

* *Public Libraries*, v. 11, p. 252.

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of it, and the university librarians of the United States are, on the whole, particularly forward in pressing home the incomparable worth of the library to students in their studies. They have their own association, and as a body of educated men they hold a unique position in the library world to-day, and their whole-hearted co-operation with the librarians of State and public libraries has extended their influence far beyond the confines of the universities to which they are attached. By their keenness in library matters professors have caught the contagion, and consider it a privilege to work in the same sphere which held the services of Winsor, Fiske, Canfield, Bradshaw, Hartwig, Dziatzko.

4. Viewing the increase of library efficiency as an immediate necessity for effective university work, is there any practical remedy apart from a heavy financial outlay? For help one may borrow a suggestion from Europe and the United States. I refer to the inter-library loans, which are so marked a feature of their libraries, both public and academic. Would it not be possible to assist graduates and professors, and all investigators in Australia, by initiating a similar scheme, so that in prosecuting their important researches, they may draw upon the library resources of the Commonwealth? Our State libraries are state-supported institutions, and surely it were an easy matter to follow these other advanced countries, and devise a ready method of library co-opera-

tion with state-endowed universities,* especially as the benefits are in every instance national and federal.†

* Cf. Dr. Alex. Leeper :—" To bring about closer relations between public libraries and educational institutions should be one of the aspirations of the new librarianship. Our libraries and our universities should seek to co-operate to a greater extent."—Library Association of Australasia, *Trans. and Proc.*, 1900, p. lxxv.

† Inter-library loans have long been in operation in the United States, and were mentioned in the first issue of the *Library Journal* in 1876. At the present time I believe the system has been extended, on the initiative of the Royal Prussian Academy of Sciences, to embrace international loans of MSS. and printed documents between Germany and the United States. (Cf. *Library Journal*, A.L.A. Conference No., 1906, p. 222.) This international system is quite a feature of Continental practice, and is a splendid tribute to the importance of scientific investigations, recognizing as it does that political boundaries do not hinder mutual participation in the benefits of science. Each country should feel itself under obligations to help those who are nobly striving to satisfy the common needs of mankind. At the International Congress for Historical Sciences, held at Berlin, 1908, Dr. Andersson contributed a paper on this question of international loans between libraries. (Cf. *Zentralblatt für Bibliothekswesen*, 1908, pp. 501-15.) He stated that Austria had lent books to foreign savants since 1883. In other countries the system was in operation to a limited extent. At the Paris meeting of the International Association of Academies, in 1901, the Royal Prussian Academy of Sciences sought to have the direct method (apart from the circumlocution of the diplomatic agencies) generally recognized, as between the libraries subscribing to the scheme of international loans. This was agreed to by all the countries represented, excepting Great Britain, France, Russia, and Spain. At the 1907 conference, at Vienna, the Prussian proposals were again affirmed. France, England, and Japan, whilst dissenting, abstained from voting. (The French representatives, favouring loans through the embassies rather than directly through the libraries, advocated the formation of a central responsible loan-bureau.) Arrangements were made for putting the

scheme into operation; and the suggestions of the Prussian Academy are now therefore a recognized principle of international library service.

As another instance of bibliothecal fellowship, one may mention that an interchange of catalogue-cards is in operation between the Royal Library of Berlin and the Library of Congress, whilst the latter library also deposits its printed cards in several other national libraries, including the Public Library of New South Wales.

In the *Zentralblatt für Bibliothekswesen*, 1908, pp. 445-450, appears a paper, read by F. Eichler before the International Congress for Historical Sciences, in which he refers to the need in Austria for a central catalogue of libraries and a central bureau of information similar to that in Germany. He also mentions the splendid system of inter-library loans which exists between the Royal Library of Vienna, the various university, student, and State libraries throughout Austria. The State libraries supply books to provincial schools, and also free of cost to individuals who are doing research work, provided they can be reached by post. During 1905-6 the Vienna University Library loaned some 30,392 volumes to other libraries in Vienna, and 6,352 to others outside the city. This is a good instance of current library policy in Austria, which places the State's library facilities at the disposal of those who are pursuing professional and scientific studies, wherever they may reside. (Similar facilities exist in Italy in regard to its 32 state libraries.)

In the same issue of the *Zentralblatt für Bibliothekswesen*, pp. 450-457, R. Fick, of Berlin, refers to the work of the Central Bureau of Information, Berlin, and the inter-library loans effected through its agency. In 1907 the Royal Library of Berlin lent to other (mainly university) libraries some 19,757 and borrowed from them some 675 volumes. These numbers have doubled since 1903. Herr Fick instances the case of a Munich professor who sought through the Bureau for 258 books. Only 44 could not be traced. He borrowed from 26 libraries outside Munich some 171 volumes, relating mainly to 18th century literature. The whole expense, including cost of inquiries, amounted to about £5. Even this is considered too expensive by German readers, and proposals are being put forward to reduce the cost of borrowing to a minimum by establishing a central lending bureau or "clearing-house" for loan-books in Berlin.

Dr. A. Andersson, Vice-Librarian of the Upsala University, in a paper on "The Research Libraries of

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Sweden," read before the St. Louis conference of the American Library Association, 1904, writes that books are lent in the most liberal way between Swedish libraries. The arrangement is entirely voluntary, and works well. By means of the Union Swedish "Accessions-Katalog" everybody can find out in what library a desired book is to be had, and within a couple of days he can have it. Demands from private scholars all over the country, where there is no great library to act as an intermediary, are met with the same liberality. MSS. and books of a special character are sometimes lent to foreign libraries and scholars. Dr. Andersson also mentions that the University libraries lend out to professors and students almost any number of books, and even to members of the public, who come for the purpose of research.

Schools and Libraries.

At the present time the Education Department is co-ordinating the primary and secondary (including technical) branches of education under a central administration, combined with some form of local autonomy adapted to the specific needs of each district and type of school. This forward movement makes a distinct advance in educational policy. But public instruction is not a matter for officials merely; it is a national obligation, and demands the interest and support of representative citizens in all localities of the State. The provision for greater facilities in regard to advanced education in country districts, under the guidance of talented teachers, may help to prevent a too-early migration of young people to the metropolis, and enable them to acquire an intimate connection with the progress of their districts, and thus encourage increasing favour towards decentralization. The extension of technical and agricultural colleges, suitable to their localities, has appealed to a large number of students, and, together with the continuation and high schools, they will undoubtedly create several